

## The Language of Poetry

### Lesson Preparation

Daily Lesson 10	WRITING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.13B, C, D E1.14B	E1.1E E1.18A, Bi, ii E1.19A
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Peer Conference</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Writer's Notebook (1 per student)</li> <li>Teacher Writer's Notebook (1)</li> <li>Chart Paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Prepare a Teacher-Created Handout: <b>Poetry Checklist</b> to guide students in the creation of their final product. The list should include literary techniques used in poetry, form, creativity, spelling, and use of conventions.</li> </ol>	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"Use the writing process to compose an original poem using a variety of poetic techniques. Use effective speaking skills to present your poem to the class or a small group."</i>	
<b>Teacher Notes</b>	You may ask for students to contribute characteristics of an effective poem and create the Handout: <b>Poetry Checklist</b> as a class rather than preparing it beforehand. Consider the form, point of view, topic, tone, etc. when creating the checklist.	

## Instructional Routines

Daily Lesson 10	WRITING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students compose original poems using a variety of literary techniques.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Students complete and review drafts of original poems.</li> <li>2. Confer with individuals or provide small-group instruction as necessary.</li> <li>3. Display teacher-created Handout: <b>Poetry Checklist</b> or create a <b>Poetry Checklist</b> with the class. Discuss the list and expectations for using it to revise and edit the poems.</li> <li>4. Model using the Poetry Checklist to revise and edit the teacher poem written in Daily Lesson 9. Involve students in the process as appropriate.</li> <li>5. Prepare students to engage in a Peer Conference to ensure that all guidelines for the poem were followed, including the effective use of poetic techniques. Instruct students to work in <b>Collaborative Groups</b> and exchange poems.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students engage in Peer Conferences to use the Poetry Checklist to revise and edit their poems.</li> <li>2. Confer with students and provide targeted instruction as needed. Monitor accurate use of the Poetry Checklist during revision and editing.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>What makes a good poem?</b> Discuss responses.</li> </ol>